DOCUMENT RESUME

ED 345 836 PS 020 464

TITLE Early Childhood Curriculum Guidelines: 3-5 Year Olds.
INSTITUTION Melbourne Univ. (Australia). Office of Preschool and Child Care.
PUB DATE May 91
NOTE 50p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Access to Education; Check Lists; *Curriculum Development; Curriculum Evaluation; *Curriculum Guides; *Early Childhood Education; *Educational Principles; Foreign Countries; Physical Disabilities; *Preschool Curriculum; Racial Differences; School Readiness; Sex Fairness; *Social Values; Teacher Responsibility
IDENTIFIERS *Australia; Developmentally Appropriate Programs

ABSTRACT

This text describes curriculum guidelines that provide a set of principles that should form the basis for curriculum decision making in early childhood centers in Australia. The guidelines also make explicit some of the social and educational values that underpin the development, implementation, and evaluation of curricula. The guidelines are organized into eight sections. In each section, the key principles that should be taken into account when a curriculum is designed are specified, and a rationale for the principles is provided. In some sections, issues relevant to the section's topic are examined. Section topics are: (1) professional responsibilities; (2) developmentally appropriate practice; (3) equity of access and participation; (4) cultural and racial equality, particularly for Koori children and children from non-English speaking backgrounds; (5) gender and equality; (6) developmental delay/physical impairment and equality; (7) geographic location and equality; and (8) transition to school. A program evaluation checklist that covers each of the topics considered in the curriculum guide is included. A reference list of more than 100 items is provided. (BC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Early childhood curriculum guidelines 3–5 year olds

ED345836

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. MacNaughton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 020464

BEST COPY AVAILABLE

Foreword

The Office of Preschool and Child Care has been established to coordinate and develop preschool and child care programs which are affordable, accessible and relevant to the needs of Victorian families. The Office is committed to supporting the provision of programs which will enable all children to develop to their full potential.

The Curriculum Guidelines were initially developed for use in kindergartens, however, in accordance with the policy direction of the newly created Office of Preschool and Child Care, the focus was broadened to include child care services.

They are intended to reflect the broad policy objectives of the Office and assist service providers in the development of quality programs which are appropriate to the developmental needs of all children. The Guidelines will also provide information to parents and the community concerning the type of curriculum that should be presented in children's services centres.

The absence of any clear documentation addressing the issues of philosophy, policy and practice for early childhood programs has been of concern to early childhood professionals, management bodies, parents and employers. The need for guidelines to assist service providers to develop programs which meet individual community needs, was identified.

Those individuals and organisations who responded to the draft document have contributed substantially to the final document and their efforts should not go unrecognised. The committee evaluated every response and the relevant comments were incorporated into the Guidelines.

It is anticipated that this document will provide a positive framework for promoting discussion about curriculum issues and will ultimately lead to the provision of a high quality, challenging environment for young children.

Ann Sherry
General Manager
Office of Preschool and Child Care

Early Childhood Curriculum Guidelines—Working Party

Glenda MacNaughton
Chairperson,
Lecturer,
School of Early Childhood Studies,
Institute of Education,
University of Melbourne

Robyn Barnes
Preschool Adviser,
OPCC Southern Region

Anne Bek
Preschool Adviser,
OPCC Gippsland Region

Carlene Bolden
Preschool Adviser,
OPCC North East Region

Andrea Gowers
Consultant—Children's Services Centres, Regulations Unit, OPCC

Nette Lowe
Research Officer, OPCC

Fairlie McColl
A/Director, Free Kindergarten Association

Acknowledgements

The Working Party thanks the following people and organisations for their contribution in drafting this document:

Pauline Adams
Teacher, Hansen Park Kindergarten

Priscilla Clark
Director, Multicultural Resource Centre, Free Kindergarten Association

Country Regional Advisers' Group

Pam Lant
Secretary, School of Early Childhood Studies, University of Melbourne

Maureen Savage
Course Director, Early Childhood, School of Education, Phillip Institute of Technology

Victorian Koori Early Childhood Development Association Inc.

Aureen Walles
Word Processor Operator, OPCC

Joan Waters
Supervisor-in-charge,
Anglican Free Kindergarten Council

Contents

Introduction *4*

What is curriculum? *7*

Professional responsibilities *10*

Developmentally appropriate practice *12*

Equity of access and participation *16*

Cultural and racial equality *18*
- Koori children *19*
- Children from non-English speaking backgrounds *20*

Gender and equality *22*

Developmental delay/physical impairment and equality *24*

Geographical location and equality *26*

Transition to school *27*

Self-evaluation checklist *29*

References *42*

Introduction

Early childhood workers receive very little guidance in their curriculum decisions (Schiller and Cohen 1988). In particular, there are very few resources that can help the early childhood worker assess what society thinks is important for children to know. The Curriculum Guidlines are intended to assist early childhood workers in two ways:

• Making explicit the social values that should be taken into account when developing early childhood curriculum in early childhood centres. These social values are evident in legislation, social justice strategies and current government policy priorities.

• Reaffirming that the process of educating children should be based on developmentally appropriate strategies and materials.

The Guidelines are intended to support early childhood staff in the process of planning programs relevant to the children they are educating. They do not prescribe what early childhood staff must do on a day-to-day basis. Their value is in providing a framework to assist in decisions about what to teach, how to teach and how to evaluate the impact of their teaching.

Specifically, the Guidelines are based on the belief that the following foundations should underpin the curriculum process in early childhood centres:

• Knowledge and understanding of child development and processes of learning. This knowledge can provide guidance about how to teach young children and what they are capable of learning given their level of development.

• Awareness of cultural and social values and assumptions. The decision about the how of teaching can be guided by child development principles. Decisions about what should be taught is far more vexed and highly value-laden. It has been put thus:

'Child development research and theory can help educators understand what young children can know. What children need to know is determined by what society thinks is important. Kindergartens have taught children various things at various times. Kindergarten programs that have developed from diverse traditions also teach young children different things...they can be responsive to children's developmental levels while emphasising cultural knowledge and the foundations of academic scholarship.'

Spodek 1988

The Guidelines are intended to be an active and positive contribution by OPCC to the ongoing process of improving the quality of educational experiences offered to young children within early childhood centres.

The consultation process that has formed part of the development of the Guidelines indicated a strong support for resources that assist teachers in providing quality educational experiences for young children. Arising from the consultation process, it is clear that there are a number of ways in which the Guidelines can assist this process.

They can provide a framework for the following:

• Debate and discussion within the early childhood profession about curriculum design decisions. Open, informed and lively debate of such questions is an important part of the process of improving the quality of what is offered to children and essential to the integrity of the profession.

• Inservice opportunities offered by OPCC. Inservice is widely recognised as an important contributor to the professional development of early childhood workers. The Guidelines provide the basis for a long term agenda for inservice by raising issues about what, when and how to teach.

• Supporting early childhood staff in the processes of self-reflection and professional development. Many teachers' groups commented positively on the self-evaluation questions that form an integral part of the Guidelines. They indicated the value of having a resource that contributed to their ability to question and reflect on their work with young children.

• Assisting early childhood staff, parents and committees in discussions about what is offered to young children, why it is offered and how it is evaluated. Several teachers' groups commented positively on the Guidelines from this perspective.

• Professional discussions between preschool advisers, children's services officers and early childhood staff.

The consultation process indicated that early childhood professionals do not all agree about what to teach, how to teach and when to teach. Given that such questions are heavily value-based, it should not be surprising that there are differing views. The intention of the Guidelines is to make overt many of the agreed and shared values that can underpin early childhood curriculum design. While the consultation process indicated considerable support for these values it was not unanimous. Discussion and debate should be ongoing and we hope the Guidelines will positively and actively contribute to such a process.

Rationale

The aim of the Curriculum Guidelines is to provide a set of principles that should form the basis for curriculum decision making within early childhood centres. Their role is to make explicit some of the social and educational values that can underpin the development, implementation and evaluation of curriculum.
They aim to assist in the curriculum process by specifying some of the external expectations and values that early childhood staff should take account of in their curriculum.

Organisation

The Guidelines are organised into sections. Within each section, the key principles that should be taken into account when designing an early childhood curriculum are specified. A rationale is provided for the key principles to highlight their relevance to the design process.

The Self-evaluation Checklist is provided to assist staff with the ongoing process of evaluating the extent to which their program is based on the key principles outlined in this document. The checklist can be used in a variety of ways, including acting as a focus for discussion with parents and colleagues.
The checklist is provided to highlight what a particular principle may mean in practice.

It is therefore intended to provide support and guidance rather than act as a complete and totally prescriptive list of what an early childhood professional must do.

What is curriculum?

Research in Australia indicates that early childhood teachers define the term curriculum in a variety of ways (Schiller and Cohen 1988, and Schiller 1989). The consultation process reinforced this point. There is confusion and contradiction about what the term means.

This confusion is not common to early childhood staff alone.

'Considerable research...substantiates the claim that teachers have little clear understanding of curriculum terms, concepts and models. From their major research study, Cohen and Harrison (1982) concluded that there was no common definition of curriculum shared by teachers in Australian schools and that there is justifiable concern about the effectiveness of curriculum development' Print 1987

We have defined curriculum both as a process and as a product. Curriculum is the process of deciding what to teach, how to teach, when to teach and how to evaluate outcomes, both intended and unintended. It is also the process of teaching that evolves as a result of these decisions.

Curriculum is also a product. The processes above should result in a written document that contains these elements:

- Planned learning experiences for children, based on clearly articulated goals and values.
- Strategies for implementing learning experiences.
- Processes for evaluating the impact of these learning experiences on the children.

Curriculum therefore includes the day-to-day program of the early childhood staff, as well as questions of values, teaching methods, and the overall organisation of a learning environment. It encompasses all of the decisions and actions that surround the design, implemention and evaluation of the program.

The way in which curriculum is defined and discussed within this document is not the only possible way of defining curriculum. Curriculum theory is an active and changing field of educational research and inquiry. Early childhood staff who are interested in exploring other models of curriculum development that may be of value to them should refer to readings listed at the end of the document.

Curriculum decision making

The decisions about curriculum content and method are based on a range of factors in any given centre. Early childhood staff need to take account of social and cultural expectations, and factors within the centre such as the children's needs and interests and their own values and knowledge.

The formulation of curriculum objectives and the development of a clear program will be the outcome of a complex interaction between internal and external factors. Skilbeck (1976) suggests that there are five interrelated steps involved in curriculum decision making:

Situational analysis—internal and external factors

External factors for early childhood staff would include parental assumptions and values, community assumptions and values, state and local government expectations, educational research and availability of resources. Internal factors would include children's developmental needs, staff values, skills and knowledge, the centre's ethos, and existing resources.

In Skilbeck's model, the Guidelines would be seen as primarily contributing to this step of the process and are therefore relevant to all aspects of curriculum development.

Goal formation

Goals are statements of intended outcomes which imply value judgments about what is considered important for the children to learn. As such, they emerge from both internal and external factors within the situational analysis. Goals within this model are seen as the general, long term aims underlying the program. Some writers refer to this step as the formulation of a centre's philosophy. In a rational approach to curriculum decision making the formulation of goals would take account of the external factors highlighted by a situational analysis.

Program building

Program building covers the range of activities involved in deciding on specific objectives for individual children, the choice of strategies and materials to achieve the objectives, and the way the learning environment is organised and timetabled. Program building reflects the day-to-day decision making processes that provide the basis for what is offered to children during their time in the centre.

Interpretation and implementation

This aspect of the curriculum covers the processes involved in the day-to-day implementation of the curriculum, the making of changes dependent on the internal factors in the centre (for example, children and resources) and an ongoing process of reviewing as a result of what happens on any given day.

Monitoring, feedback and evaluation

Designing and implementing strategies for evaluating the program is seen as the fifth step.

Professional responsibilities

Qualified staff have a major responsibility for the provision of quality programs for children attending the centre. The success of a program will depend on the way in which the specific skills and knowledge of the staff are brought together to design a curriculum that is relevant to the needs of the children, parents and the local community.

A variety of different approaches may be taken to the task of designing and implementing a curriculum. Increasingly, staff are being asked to explain and justify the approach they take to parents, employers and other colleagues. This section highlights the program responsibilities of qualified staff and those key people to whom they are accountable.

Key principles

Qualified early childhood professionals have a responsibility for developing, implementing and evaluating appropriate programs. They should be:

- accountable to children, parents, the managing committee, auspicing body and OPCC.
- accountable for the ethical and social values that underpin their day-to-day program.
- responsible for their program being based on a sound knowledge of early childhood development and educational practice.
- responsible for updating their pro fessional knowledge to ensure their program reflects current knowledge in the field.
- responsible for ensuring the program is in a written form.

Rationale

Qualified early childhood staff have increasingly sought to be recognised as a profession. This claim to professional status is based on the possession of identifiable and specialised knowledge. The application of specialised knowledge in the early childhood setting is, however, only one aspect of being a professional. Being part of a professional group involves accountability and responsibility (Clyde 1989; Simons 1986; Radonski 1986; Ward 1977). Within the early childhood field, this involves responsibility and accountability to parents, children, colleagues and groups in wider society, including regulatory and funding bodies.

As employees, qualified early childhood staff have a set of responsibilities to their employing body and funding body. They have a responsibility to ensure that they develop an educational program.

The *Children's Services Centres Regulations—1988* specify that an outline of the program and activities must be prominently displayed in the centre.

Staff have considerable power to intervene, influence and change the lives of the children.

It is important that there is some public and professional accountability for the nature of the intervention staff make in the lives of young children. Australia is an extremely diverse society and families have differing values and approaches to the care and education of their children. It is important that staff are accountable to parents for the decisions they make about what is offered to children. They need to develop an ongoing dialogue that ensures the program is relevant to the needs of the children and their families. This should involve consultation with parents and regular feedback.

Developing a coherent, accessible and justifiable program document is fundamental to being responsible and accountable as an early childhood professional. The increasing demands on qualified staff to explain and justify their programs has created many pressures and uncertainties. This highlights the need to clarify decisions and specify the responsibilities which they have for the curriculum offered within early childhood centres.

Developmentally appropriate practice

The recent trend towards formal teaching techniques, with its emphasis on narrowly defined academic skills, strengthens the need for a statement on developmentally appropriate practice in early childhood programs in Victoria.

Key principles

An educational program for young children should be based on a developmentally appropriate approach. The program should be:

- planned to be appropriate for the developmental age of the children in the group.
- planned and implemented with attention to the differing needs, interests and developmental levels of those individual children.
- based on a play-oriented approach.
- based on a knowledge of child development.
- designed to match and challenge the children's developing abilities, interests and levels, rather than expecting children to adjust to the demands of a specific program.
- designed to encourage children to be actively involved in the learning process by experiencing a variety of developmentally appropriate activities and materials, and pursuing their own interests in the context of life in the community and the world.
- based on an acceptance of each child (for example, linguistically, socially, developmentally) and allow the child to contribute to the creation of the program.

Rationale

Children develop capacities in predictable sequences—at each developmental stage, new capabilities emerge.

Despite the predictability of developmental sequences, children's development does not produce uniform, predictable outcomes. All children have individual characteristics from birth which help form unique personalities.

During the process of growth through a variety of developmental stages, it is *'likely that there are times during the life cycle when certain kinds of things are learned best or most efficiently, and that there are pedagogical methods that are more appropriate at certain times in the developmental sequence than at others'* (Hohmann, Banet & Weikart 1979).

Play is the young child's way of learning. Children learn through their ability to touch, manipulate and experiment with materials and through their interaction with others.

A play-oriented approach to learning, where children can direct their own play activities in an environment that provides stimulating and challenging materials, allows children to experience a range of outcomes.
Through this active exploration of their environment learning becomes internalised, and children develop a multitude of concepts, skills, understanding and attitudes.
Child development theory indicates that children learn most effectively if they are offered:

- an environment which supports their actions and language.
- help to make choices and decisions.
- a comfortable, secure learning environment.
- the opportunity to solve their own problems and be independent.
- a structure in which they can be free to choose and experiment.
- support at their particular level of development.
- opportunities to feel good about themselves by providing support, interest and acknowledgment of effort.
- time for them to carry out ideas (Hohmann, Banet and Weikart 1979).

Research indicates that learning in young children is a result of interaction between the child's thoughts, ideas and people (Piaget 1970).

Basic developmental needs of young children have remained constant, even though change has occurred socially, economically and politically.

Current issues

Early childhood education is continually affected by new research findings, changing perceptions of appropriate early childhood practice and social and political developments.
Discussions within the committee highlighted numerous issues which will need to be addressed in the future updates of these guidelines. Some of these issues included peace education, environmental awareness, health education, etc.

The committee decided to focus on two very different but important issues where concern about the developmental appropriateness of program practices were evident. These concerns related to:

- the use of computers in early child hood programs.

- the inclusion of religion in early childhood programs.

The key issues that need to be considered when including any of these issues within a program are outlined in the following statements.

Computers

One major social change has been in the area of information technology, with personal computers occupying a pre-eminent position. Many young children are familiar with computers and have developed basic skills on their home computers. The majority do not have access to home computers, but are familiar with technology through tape recorders, video recorders and television in the home.

The complexity and use of technology is expanding and the lives of young children in our society are being affected by this change. Many parents believe that their child's life chances will be enhanced if their child has access to computers.

What then is their place in an early childhood setting?

Computers are a tool and their place in the program is dependent upon a range of factors, in the same way as other individual program components. Their use in the program needs careful planning and evaluation. Prior to their introduction, some factors to consider are:

- the role of computers in the overall program philosophy. Computers can be introduced first as any other new experience and be part of the variety of individual and group experiences within the program. This use needs to be evaluated regularly and critically to ensure that program goals are being met.

- that children of this age group need to be encouraged to work together and socialise. For certain children, computers can be used as a means for avoiding social interaction—as can any other potentially solitary activity.

- the extent to which computers are used will depend upon staff skills. This is particularly a concern for centres with a high staff turnover. The majority of staff currently employed in early childhood centres will not be familiar with current computer programs especially designed for young children. Therefore, it may be necessary for employers to consider in-service for staff if computers are either to be introduced or are already in centres.

• the cost of equipment.This is a major factor for centres, as both the hardware and software are expensive. Will other less expensive items of equipment provide learning experiences of equal value for young children, at much less cost? The decision to use computers must also take account of ongoing costs, as new programs are being continually released.

Religion

Within our society there are a range of religious beliefs. Legislation is in place to prevent discrimination against any person on religious grounds.

When looking at religion in the context of the early childhood curriculum, this same open acceptance needs to exist, while bearing in mind the developmental appropriateness of religious content within the program. There are some questions as to the age at which specific religious doctrine should be introduced.
Young children's conceptual development is at a stage where concrete or tangible experiences are explored and internalised as a step towards the learning of more abstract, intangible concepts at a later stage of development.

If religion is to be part of a specific early childhood program, consideration needs to be given to the following factors:

• Early childhood centres need to offer programs that are relevant to children coming from a range of backgrounds and cultures. These children and their families may have beliefs and value systems which differ from the staff and other members of the group. Therefore, staff need to create an open atmosphere in which children are able to share different beliefs (religious and non-religious), feelings and ideas, and have these accepted, acknowledged and respected.

• Centres which are part of a religious organisation may be utilised by families who have expressed a desire for religious content in their child's education. Prior to enrolment, parents need to be informed of the inclusion of religion in the program. Only in these cases is it relevant to integrate, in a development-ally appropriate way, the ideas and practices of a particular religion as an added dimension of the program rather than as a special focus. To have meaning and relevence to the young child, religious activities would need to be tangible and presented in the context of each child's own life experiences.

• All early childhood programs should offer opportunities for exploration and development of attitudes and values. These kinds of experiences form a basis for future personal development, including development of religious values.

Equity of access and participation

Victoria's Social Justice Strategy is based on four principles: equity, access, participation and rights. The early childhood curriculum can contribute to a more just and equal society by ensuring that educational disadvantages are redressed, and by improving learning opportunities for all children. The following group of statements indicate the way in which the aims of the Social Justice Strategy are relevant to the early childhood curriculum.

Key principle

All children are entitled to programs which provide them with the opportunity to develop to their maximum potential, regardless of location, gender, level of ability, or social and cultural background.

Rationale

The early childhood curriculum should be appropriate for, and reflect the lives, values and experiences of all groups represented in the centre, that is, boys and girls; children from various social and cultural backgrounds; and children with a wide range of abilities. Inclusion of the variety of values and experiences of the different children within the curriculum is essential to ensuring a developmentally appropriate curriculum.

With an increasingly complex social and economic environment, people need a range of skills to be able to adapt to change and to be able to participate fully in society.

A sound basis for the development of such necessary skills can be provided through a broad and balanced curriculum which:

- ensures that all children encounter a range of learning experiences.
- integrates the various program areas in a meaningful way.
- uses a range of materials and equipment which considers the variety of ways in which children learn.
- relates practice to theory.
- adapts teaching strategies to individual needs.
- helps children advance their social, emotional, physical and cognitive development.
- encourages children to cooperate with each other.
- ensures that the rights of all children are respected.

The learning environment

A good learning environment is one which helps children grow in confidence and self worth. Learning opportunities can be improved for all children by:

- providing a caring and supportive environment.
- setting realistic expectations,that is expectations that are neither too high nor too low.
- broadening teaching strategies to suit a range of individual needs, styles and pace.
- ensuring that resource materials show a range of models and are in language that is suitable for all children.

The most suitable programs will be developed through consultation and participation of all those involved in early childhood care and education. Staff and parents are in a position to devise a curriculum that is most appropriate to their own local circumstances and takes into account the individual needs of the children. They can often see how everyday life and experiences can best be included in the curriculum (Education Department of Victoria 1984).

Equity of access and participation has very specific implications for particular groups of children. The following guidelines expand on ways in which the curriculum can be developed to ensure equity of access and participation for children affected by issues of culture, gender, disability and geographical location. They specifically relate to the following groups of children:

- Koori children
- Children from non-English speaking backgrounds (NESB)
- Children with developmental delay and/or physical impairment
- Children in rural communities

Cultural and racial equality

Key principles

All children, regardless of their racial or cultural background, have the right to an early childhood program that accepts, respects and reflects the relevance of their specific background.

An early childhood program should:

- contribute to the children's awareness of the diversity of cultural and racial groups living in Australia.
- positively acknowledge the similarities and differences between cultural and racial groups.
- promote positive attitudes to children being part of a diverse society.
- reflect each child's racial and cultural background.
- be free from stereotypic expectations of children.

Rationale

Young children are actively involved in trying to understand themselves and other people. They learn very readily what is acceptable and valued and what is not. Research indicates that social rules and social attitudes to which children between three and five years of age are exposed play a key role in determining how children react to different cultural and racial groups (Aboud and Skerry 1984).

Children as early as three years of age are aware of differences in skin colour between people and can learn to value some more than others (Milner 1983). Ethnic awareness emerges at about four years of age. Once young children form positive or negative attitudes to different ethnic groups, these attitudes tend to be consolidated with age (Brand et al 1974).

The preschool years are an important time in the child's acquisition of attitudes to their own and other children's cultural and racial identity. The early childhood centre, therefore, has a key role to play in developing positive attitudes to cultural and racial diversity.

Exposure to cultural and racial stereotypes and rigid, value-laden judgements about individuals or groups, can have an impact on the nature of the attitudes children form about themselves and other people. The child whose skills and attributes are described within an ethnic context has already been the recipient of a stereotypical judgement and possibly the victim of prejudice and/or reduced expectations.

This can diminish the child's self-esteem and may have long term effects on the child's ability to achieve successful participation within the program. It is important that children are able to participate in a program that is free from racial and cultural stereotypes and prejudices and, therefore, maximises each child's potential for development.

Koori children

Key principles

Koori children have a right to a program which recognises their culture and enables them to develop to their full potential. The early childhood program needs to specifically promote an understanding and acceptance of:

- the specific identity and culture of Koori communities in contemporary society.
- the traditional concepts that maintain a strong influence on culture within Koori communities.
- the fact that Koori people from varying parts of Australia have different cultures, whilst retaining their unity as the indigenous people of Australia.
- the ways in which oppression by white society has impacted upon the attitudes and reactions of Koori people today.

Rationale

Being a Koori is an acknowledgment of ancestry that goes back to the beginning of time, a feeling of identity to that specific cultural group and acceptance by other members of that group.

Kinship relationships have special significance for Koori children

These relationships are clearly defined and understood by each family member. The kinship group includes a complex network of relationships that make close kin of an extended range of family members. Relationships are extremely strong, being the pivot point of Koori culture.Thus, children of all ages play together and help each other with homework, look after other family members and are consequently involved in family crises which may affect their education.

Koori children respect adults, copying their behaviour, accepting direction and looking after older people. Thus, the early childhood professional needs to be aware of behavioural models, and that the children have in their lives different rules of behaviour that are well defined in a cultural context.

Koori children share a common ownership of possessions. The program needs to ensure that other children gain an understanding and acceptance of this difference.

Within the differing Koori cultures, emphasis on physical communication is learnt early. Children know that touch is needed to initiate conversation, that avoiding eye contact shows respect, and that involvement in adult conversation is limited to a passive role. The program needs to reflect a strong emphasis and acceptance of different forms of communication.

Koori children have different language dialects or speak Koori English. These will differ from one locality to another and will reflect the different cultures from which the children come. All forms of language should be accepted and respected and children should be encouraged to accept their own particular form as well as experience other forms.

Children from non-English speaking backgrounds

Key principles

Non-English speaking background (NESB) children should be provided with learning experiences that promote concurrent development of their English language skills and their first language skills. Therefore, the program for NESB children needs to:

- acknowledge and promote the cultural heritage of all children.
- provide opportunities for the skills, needs and learning styles of each child to be developed to the maximum potential.
- encourage children to express their creative, cognitive and linguistic skills in either (or both) English or a language other than English (LOTE).
- provide parents with relevant information and make opportunities for them to participate in, and contribute to, the decision making processes of the centre.

Rationale

Approximately 25 per cent of the parents of children attending Victorian early childhood centres were born overseas. Around sixty languages other than English are spoken by these families. The program needs to reflect this diversity and should ensure that the specific needs of NESB children are acknowledged and that their ethnicity is neither ignored nor treated as a problem.

All languages are developed through use and experimentation. Young non-English speaking children have the same understanding of language as English-speaking children, but what they do not have is the same level of English language competence. Programs should offer a recognition of the child's need to consolidate their first language while providing opportunities for the development of English as a second language.

When learning a new language many children display an extended period of silence. The silent phase is a time during which children listen and watch and perhaps respond in their first language or through physical activities (Dulay 1982). This is a natural and legitimate stage in the language acquisition process and allows children to concentrate on comprehension. The length of this phase ranges from several weeks to several months.

Non-verbal and visual cues are very important aids for parents and children who have not had the opportunity to become fluent in English. Staff should be aware of their own communication style and the impact this has, particularly on parents. An effective early childhood program should provide the opportunity for all parents to be informed of, and to participate in, the activities at the centre.

Gender and equality

Key principles

All children have a right to develop their full potential. Both boys and girls have the right to:

- a curriculum which values each sex equally.
- equal opportunity to participate in all aspects of the program.
- equal encouragement to develop all their skills and potential.
- protection from behaviours, attitudes and values which limit their skills and potential.
- access to learning experiences that enable them to develop understanding about the discriminatory nature of particular social practices, behaviours and attitudes.

Rationale

Sexism restricts life choices for men and women and reduces the possibility of children developing to their full potential. It may be defined in the following way:

'Sexism is a series of attitudes and practices based on the belief that a person's sex determines their capabilities and that, moreover, the actions of one sex are more valuable than those of the other sex'

Mac Naughton *et al* 1986

Sexism limits life choices for women by placing pressure on girls and young women to restrict options in their adult life to those of wife, mother and unpaid carer.
This pressure often appears during their education, when subject choices restrict their career and training options.

Consequently, women in the workforce are often in occupations of low status and pay in comparison with men. Men, on the other hand, have a greater share of education and job opportunities, but are effectively excluded from home life and the values of caring for others.

Research into the development of sex roles and sex role related behaviour and attitudes indicates that the years before school are critical. Research indicates that girls can, and do, develop attitudes and behaviours that limit the roles they will explore and the value they place upon themselves as individuals. (Browne & France 1986; Honig 1983; Sprung 1985).

By three years of age:

- both girls and boys have developed fixed ideas about the roles of women.

- both boys and girls can and do categorise behaviour by sex.

By five years of age:

- both girls and boys think that the female role is less valued and valuable than the male role.

- many boys prefer to behave in ways associated traditionally with the male role and reject qualities they have learnt to associate with the female role.

- girls will easily behave in ways associated with both roles and see the male role as more interesting and exciting.

Some links have been established between the traditional division of types of play between boys and girls and the subsequent lack of interest and success in mathematics and science in school by girls (McCune and Matthews 1976).

Developmental delay/physical impairment and equality

The principles of social justice have implications for the integration of children with additional needs into main-stream early childhood services. In the following section, these issues are expanded specifically for children with developmental delay/physical impairment. The same principles may be app-lied to any child with additional needs.

Concerns have been raised by early childhood staff regarding the availability of in-service programs and resources. During 1989, an in-service program was provided for kindergartens across the State. This comprised a written package of eight modules plus two in-service sessions. Recommendations have been made on further in-service for all early childhood services.

Despite limited funding, many centres have been able to integrate children successfully by utilising their own resources in creative ways, recognising that additional resources are not always required, and keeping in mind the following key principles.

Key principles

The individuality of children with developmental delay/physical impairment should be valued and their rights and needs respected.

Specifically, the curriculum for children with developmental delay/physical impairment needs to reflect:

- a flexible approach to education and care.
- appropriate expectations for each child.
- the relevant skills and knowledge for working with these children and their families.

Rationale

'Disabled persons have the inherent right to respect for their human dignity'.

'Disabled persons whatever the origin, nature and seriousness of their handicap and disabilities, have the same fundamental rights as their fellow citizens of the same age which implies first and foremost the right to enjoy a decent life as normal and full as possible'.

United Nations Declaration on the Rights of Disabled Persons 1976

Every child has the right to be educated in a regular setting. This includes the processes of support and maintenance as well as increased participation (Integration in Victorian Education 1984).

The goals of integration should involve stigma reduction/removal, competency enhancement and family support (Kenny 1987).

For integration to occur, children must have opportunities to participate in real and functional environments. This must occur in a multi-dimensional way which involves physical, functional, social, personal and organisational integration (Kenny 1987).

'The way a person is treated will strongly affect the way the person subsequently behaves. When social value is accorded an individual, that person will be motivated to assume roles and behave in ways society sees as valuable and desirable.' Wolfensberger 1989

Non-categorisation switches the focus from the disability onto the child's interaction with the environment. Arbitrary labelling emphasises deficiencies.

There may be a need to reduce the handicapping consequences of the environment rather than focusing upon the children with disabilities needing to adjust to the existing environment (Integration in Victorian Education 1984).

Successful management of programs is attributed to:

- provision of additional intervention services and resources *eg* integration aide.
- clear communication and involve ment processes, *eg* collaborative planning with families, including participatory program development, and evaluation processes, including goal setting and expectations.
- skills development of staff, continu ity and integration of additional intervention services (Kenny 1988).
- a multi-disciplinary team approach which maximises information ex change and ensures optimal programming.

Programs and strategies should reflect individual needs and learning styles and have a logical sequence.

Roles of the staff, child and parent need to be considered (Lindner 1983). The group plays a vital role in the initial acceptance of the integrated child as do the staff by explaining to all parents the rationale behind an integrated program.

Decision making should be collaborative and the notion of 'professional knows best' rejected (Integration in Victorian Education 1984).

Geographic location and equality

Key principle

Children in rural communities have a right to an early childhood program that reflects the strengths and resources of the particular community in which they live.

Rationale

The rural community has different strengths and resources than urban communities and these should be recognised within the curriculum.

Service providers need to realise that economic and distance factors often require flexible programming and timetabling.

Early childhood services must make accommodation for other services in their specific rural community, (eg.market day and field days).

Transition to school

Many early childhood programs spend considerable time in the latter part of the year on preparing children for school. Parents raise questions about children's school readiness and many early childhood professionals are concerned about the increasing expectations that primary schools are placing on them to prepare children for school. These issues highlight the need for a statement on the relationship between school and the early childhood program.

Key principles

An early childhood program is a legitimate and appropriate social and educative experience for all four year olds. It is not just a preparation for school.

Readiness for school is the sum total of children's previous experiences, not a few activities conducted in term four of the preschool year.

The transition to school is only one aspect of a child's experiences in the early years. When planning to prepare children for school the program should reflect the fact that:

- the formal skills of literacy and numeracy are based on children's development through play in the early childhood years.
- the skills involved in adjusting to, and accepting change, including the changed expectations, organisation and physical setting of the school, are based on children's general emotional and social competence.

Rationale

A wide variety of development and learning is taking place in the early years. Children will benefit from school and be able to progress in their learning if they have reached an appropriate stage of readiness—socially, emotionally, physically and intellectually. General competence in these areas is more important for successful learning in school than the specific ability to recite colours, write their name or tie their shoelaces (Cowen 1984).

General social competence includes such skills as relating to adults and other children, being able to share, taking turns and cooperating with others. Emotionally, children must be able to feel confident, independent, and show some self-control and persistence. Physically, children need to be able to look after themselves if an adult is not available at toileting, eating and dressing times. Children also need to be able to participate in learning by being physically coordinated and being able to speak clearly (Cowen 1984).

Research indicates that children learn these and other skills most effectively through play rather than formalised instruction (Bredekamp 1989). The program needs to allow children to develop these skills throughout the year, rather than concentrate on specific school-readiness tasks in the final term. Concentration on formal education and formal instruction in specific skills at an early age can be detrimental to children's future learning. Specifically, research suggests that teaching children to read before they are developmentally ready can have negative effects on the children's future reading ability (Elkind 1988).

The ability to cope with change and adapt to changing environments is also an important part of the process of transition to school. Children learn to cope with, and adapt to, change through a complex interplay of 'back and forth' interactions between the child and the environment which results in learning (Sameroff 1975).

Self-evaluation checklist

The purpose of this section is to provide a framework for helping with the evaluation of programs. The checklist is by no means exhaustive, but reflects the concerns and interests explored in this document. It can be used by staff in a variety of ways to support their work with children and families. Staff may wish to meet in small groups to discuss implications for their programming. Individuals may adapt the checklist and incorporate it into their program design and evaluation. It is not intended to be a prescriptive formula for evaluation but to help provoke thought and review of current approaches to program development.

It is hoped that the checklist will:

- provide a focus for evaluating current interests and priorities.
- assist in focusing on new areas in work with children.
- enhance existing evaluation techniques.
- offer an alternative framework for evaluation.
- support discussion with families and committees regarding approaches to programming.

The checklist focuses on the key elements of program design. Each part of the checklist therefore raises questions about:

- program goals
- observation of children
- learning experiences
- materials and resources
- family involvement
- evaluation

When evaluating the program in each of these areas, two overriding questions are important to ask to ensure that the program has internal coherence and relevance to the children in the centre.

Does each aspect of the program relate back to my overall program goals?

Am I aware of my overall program goals when analysing observations, planning learning experiences, preparing materials and resources, encouraging family involvement and evaluating my work in each of these areas?

Are my program goals relevant given my knowledge of the centre, the families using the centre and the current political and social contexts of early childhood services?

The key focus of the general checklist is developmentally appropriate practice and professional responsibility. Other sections of the checklist have been developed on the assumption that these general questions provide the foundation for work covered by key principles within the specific areas. Given that developmentally appropriate practice and professional responsibility underpin all aspects of program design, many of the questions in specific sections of the checklist relate to these key principles.

General questions

Program goals

How do I use knowledge of child development to form the basis of my program goals?

How do my program goals relate to the development of social, emotional, physical and cognitive competence in all children?

How do my program goals acknowledge individual differences?

How do my program goals accommodate a range of developmental levels?

How do my program goals provide opportunities for each child to build upon their strengths, self image and skills?

How do I endeavour to base my goals on an awareness of each child's family background, values and life experiences?

How do my program goals take account of the history and environment of the area?

Do I have clear goals for my work with children?

Do I have clear goals for children's learning?

Do I review my goals in the light of current early childhood practice?

Do I review my goals in the light of current social issues?

Observation of children

Have I developed competency in observing, recording and assessing individual children?

Have I a process of program development which is based on regular observation of individual children?

How is my planning based on a knowledge of children's current level of emotional, social, cognitive and physical development?

How do I use observations of children within the group to increase my knowledge and understanding of each child's particular learning style?

How do I respect the need for confidentiality when making program information generally available to others?

Learning experiences

How do I ensure that experiences are appropriate to each child's developmental level?

How do I plan short term objectives that are achievable?

Do I allow each child to take an active role in learning by using the following strategies?

- Preparing the environment for children to learn through active exploration and interaction with adults, other children and materials.
- Providing many opportunities for each child to practice skills.
- Planning for each child to achieve success.

How do I plan experiences that will specifically encourage all children to participate in experiences that increase their creativity and the development of concepts and skills ?

Have I provided for children to learn:

- through both personal and supported experience?
- in indoor and outdoor settings?
- by gathering and analysing information from a range of sources?
- by appreciating differing points of view?
- through questioning and forming opinions?
- by using problem solving strategies?
- by using a variety of media?

How do the learning experiences enable children to gain satisfaction and confidence from their developing abilities?

Materials and resources

Do I review the resources and materials offered to the children in the light of current social issues, best early childhood practice and my overall program goals?

How do I ensure that the materials and resources provided are relevant to young children's developmental needs, interests and skills?

Do I choose resources that reflect a range of backgrounds and lifestyles?

How do I use local people and resources in the program?

Family involvement

How do I provide opportunities for parents to be involved in program planning and decision making?

Do I communicate regularly with parents about their child's developing skills?

How do I relate this information to the child's abilities and interest in learning?

How do I ensure that all parents are informed about the centre's programs?

Evaluation

Do I regularly evaluate the program?

How do I evaluate the impact of the program on children's learning?

How do I evaluate the program's effectiveness in meeting the needs of individual children in all areas of development?

How do I evaluate my program to ensure that all children are participating in a wide variety of experiences?

How do I evaluate my program to assess its level of flexibility?

Have I an adequate understanding of the background of all children?

EQUITY OF ACCESS

Program goals

Do I consider the lives, values and experiences of all children when setting my program goals?

Do I ensure that realistic program goals are set?

Observation of children

Am I aware when inequalities occur?

Learning experiences

Have I developed a range of strategies to overcome inequalities that I observe?

How do I provide experiences which assist children in forming social networks?

How do I provide experiences that enable children to cooperate with each other?

How do I endeavour to avoid comparisons between individual children?

Materials and resources

Do I try to ensure that people are represented in non-stereotyped ways in materials and resources provided?

Do I choose resources that reflect a range of backgounds and lifestyles?

Family involvement

How do I actively encourage positive valuing of the range of roles people play in our families and in the wider society?

Evaluation

In what ways am I achieving my program goals of ensuring equity for all children?

CULTURAL AND RACIAL EQUALITY

Program goals

Do I base my program goals on a knowledge and understanding of the similarities and differences between cultural and racial groups?

Do I have stated goals within the curriculum to promote racial and cultural equality?

Observation of children

Have I observed any significant patterns of play in the relationships between children from different racial and cultural groups?

Learning experiences

How do I encourage children from different cultural groups to play with each other?

How do I actively encourage cooperation rather than competition between children from all cultural and racial groups?

How do I ensure that children from all racial and cultural groups equally participate in all aspects of the program?

How do I include skills and knowledge of particular cultures in the program?

How do I ensure that a wide variety of experiences are provided to promote knowledge and understanding of other cultures?

How do I actively encourage positive valuing of all racial and cultural groups?

Materials

How do I include materials in the program which will stimulate children's imagination and encourage exploration of a variety of customs and practices traditionally associated with one racial or cultural group?

Family involvement

How do I encourage children and families to accept cultural diversity?

Evaluation

How do I act as a role model for the children and promote positive attitudes towards racial and cultural diversity?

Do I avoid using expressions which might convey negative ideas about cultural or racial groups, and try to develop alternatives?

KOORI CHILDREN

Program goals

Do I have stated goals within the program that recognise the specific needs of Koori children?

Do I have goals that focus on the promotion of positive attitudes to Koori culture?

Learning experiences

How do I plan experiences which support Koori children's sense of family and kinship loyalty?

How do I plan experiences that promote positive self esteem for Koori children?

Have I ensured that there are opportunities for tasks to be person-motivated rather than task-oriented?

Do I take account of Koori children's attendance patterns when planning learning experiences?

Do I ensure that Koori children experience a wide range of activities?

Materials and resources

How do I provide materials that reflect and support all children's understanding of Koori culture?

Family involvement

How do I encourage other children and their families to understand and respect the cultural diversity of Koori communities?

Evaluation

Do I review my program regularly to ensure that my program goals are being met in this area?

CHILDREN FROM NON-ENGLISH SPEAKING BACKGROUNDS

Program goals

Do I have program goals that focus on encouraging acceptance by other children in the group of the range of languages spoken?

Observation of children

Do I ensure that I know what language the children speak at home and if more than one language is used?

Do I have an understanding of the linguistic skills that children have in their first language?

Do I keep records of the children's English language skills?

Learning experiences

How do I plan experiences that respect different language styles?

How does my planning ensure that children are not required to comprehend at an unrealistic level?

How does my planning take into account each child's verbal skills?

How do I design activities for NESB children to participate on equal terms with their English speaking peers?

How do I ensure NESB children are free from ridicule?

How do I provide opportunities for the NESB children to use either their first language or English?

How do I ensure that a rich language learning environment is provided during the 'silent period'?

How do I ensure that NESB children are provided with opportunities to participate in activities that do not demand English language use?

How do I focus on what children mean rather than on how they say it?

How do I provide opportunities for children to take risks and experiment with language?

Do I plan opportunities for non verbal communication?

Materials and resources

Do I use a person who speaks the children's first language to assist in ascertaining children's depth of knowledge?

Family involvement

How do I provide information regarding the centre's activities to the families of NESB children?

Evaluation

Do I understand the process of first and second language acquisition?

Do I take into account that learning a new language and gaining competence in that language is a long, slow process?

Have I learnt to pronounce all names clearly and correctly?

How do I model appropriate language?

CHILDREN AND GENDER EQUALITY

Program goals

Do I have stated goals within my curriculum that relate to gender equality?

Observation of children

Have I identified any significant patterns of play between boys and girls within the program?

Do boys and girls have an equal opportunity to participate in all aspects of the program?

Learning experiences

Do I check that the learning experiences I plan take into account gender equity principles?

Are children being introduced to a variety of experiences which show men and women in diverse traditional and non-traditional roles that can be incorporated into their play?

Do I actively encourage behaviour and values which are generally associated with the other sex?

How do I encourage cooperation between boys and girls, rather than competition?

Do I create opportunities to become more aware and more skilled in offering a program that promotes gender equality?

How do I encourage children to be sensitive and considerate?

How do I actively encourage gender equality through my speech and behaviour?

How do I challenge sexist comments and behaviours—mine, children's and other adults?

How do I avoid dividing children unnecessarily by sex?

How do I emphasise comfort and function when commenting on clothing?

Am I alert to any differences between the ways boys and girls are developing in specific areas?

How do I plan for the fact that some boys develop language more slowly than girls?

Materials and resources

Do I try to ensure that people are represented in non-sexist ways in books, songs, puzzles and other materials?

Family involvement

Do I regularly discuss my program goals with parents?

Evaluation

Do I regularly review my program to ensure that my program goals are being met?

DEVELOPMENTAL DELAY/PHYSICAL IMPAIRMENT AND EQUALITY

Program goals

Do I use knowledge of typical and atypical child development to form the basis of my program goals?

How do my program goals:

- promote the valuing of each child's social role?
- promote positive attitudes towards disability?
- discourage the labelling of children?

Learning experiences

How do I provide a focus on skill and competency development, while balancing this with participation and application opportunities?

Do I have a flexible approach to planning so that my practices and the physical environment can be changed or restructured to meet the needs of each child?

How do I act as a facilitator, and organise and structure the environment appropriately?

How do I ensure that:

- there is balance between individual and group needs?
- many opportunities are provided for each child to practise skills?
- each child achieves success?
- each child takes an active role in learning?

Materials and resources

When appropriate, do I utilise any of the specially designed equipment and learning aids in the program?

How do I provide opportunities for other people working with the family to be involved in planning and decision making?

Family involvement

Do I learn and understand the important issues for the child and family?

Do I encourage parents to follow up activities and opportunities at home? Do I recognise the family's need for support?

Evaluation

Do I evaluate the underlying expectations of the program so that they are developmentally appropriate in the following areas?

- group participation
- self-control
- self-help
- decision making
- spontaneous learning.

GEOGRAPHIC LOCATION AND EQUALITY

Program goals

Are my program goals based on a knowledge of the history and environment of the area?

Learning experiences

How do I ensure that learning experiences are relevant to each child's environment and lifestyle?

How do I ascertain the appropriateness of the timetable?

How do I take account of other services?

Do I know how far each child travels?

Materials and resources

Do I liaise with other groups to provide assistance to help parents with limited access to services and resources?

Family involvement

How do I timetable in order to meet the needs of the families and children?

Evaluation

Do I regularly evaluate my program to ensure that it takes account of local issues?

TRANSITION TO SCHOOL

Program goals

How do the program goals relate to promoting the development of social, emotional, physical and cognitive competence for all children?

How do I ensure that program goals relate to children developing independent habits in self care?

Observation of children

Do I ensure planned experiences are based on a knowledge of children's current level of competence emotionally, socially, cognitively and physically?

Learning experiences

How do I provide opportunities for the children to be participants in small and large group activities when appropriate?

How do I provide activities which assist children in forming social networks?

How do I provide children with opportunities to seek relevant assistance from adults or do I tend to always anticipate their needs and demands?

How do I discuss change as a positive experience for children?

How do I provide a wide range of stimulating experiences that develop the child's interest in numeracy and literacy?

Materials and resources

Do I have a knowledge of the services available that can provide parents with information to assist their understanding of the relationship between children's overall competence, school readiness and the transition process?

How do I regularly liaise with the local schools which children will be attending?

Family involvement

Do I communicate regularly with parents about children's evolving competency?

How do I relate this information to children's interest in, and ability to, learn?

Evaluation

Do I regularly evaluate my program goals as children's needs and interests change throughout the year?

References

Early childhood curriculum

HALLIWELL, G. Current Curriculum Practice in Early Childhood Education in Australia. *Australian Journal of Early Childhood Education*. 8(1), pp 6-13, 1983.

HALLIWELL, G. Teachers Initiating Change Towards More Flexible Curriculum Practices. Paper presented at Childhood in the 21st Century, International Conference on Early Education and Development, Hong Kong, July/August, 1989.

PRINT, M. *Curriculum development and design*. Allen and Unwin, Sydney, 1987.

SHAVELSON, R. and STERN, P. Research of teachers' pedagogical thoughts, judgements, decisions and behaviours. *Review of Educational Research*. 51(4), pp 445-498, 1981.

SCHILLER, W. and COHEN, D. Curriculum in Early Childhood Centres. *Curriculum Perspectives*. 8(1), pp 31-38, 1988.

SCHILLER, W. Curriculum Decision-Making in Early Childhood Centres. Paper presented at Childhood in the 21st Century, International Conference on Early Education and Development, Hong Kong, July/August, 1989.

SCHON, D.A. *The Reflective Practitioner: How Professionals Think in Action*. Basic Books, New York, 1983.

SPODEK, B. Conceptualizing Today's Kindergarten. *The Elementary School Journal*. 89 (2), pp 203-211, 1988.

SPODEK, B. and SARACHO, O. *Early Childhood Curriculum Construction and Classroom Practice*. ED 293 658, 1988.

SPODEK, B. *The Early Childhood Curriculum and the Definition of Knowledge*. ED 29 657, 1988.

Professional responsibilities

AUSTRALIAN EARLY CHILDHOOD ASSOCIATION INC. Australian Early Childhood Association Code of Ethics. *Australian Journal of Early Childhood*. 16(1) pp 3-4, 1991.

CLYDE, M The Early Childhood Worker as a Professional. *The Journal of the Australian Early Childhood Association Inc.* (Victorian Branch). 7(3), pp 39-46, 1989

FEENEY, and KIPNIS, K. Professional Ethics in Early Childhood. *Young Children*. May, 1985.

KIPNIS, K. How to Discuss Professional Ethics. *Young Children*. May, 1987.

MELLOR, E. (ed.). *Working in Kindergarten*. Chisholm Institute of Technology, Melbourne, 1974.

RADONSKI, M.A. Professionalisation of Early Childhood Educators. *Young Children*. July, 1986.

SIMMONS, J. *Administration in Early Childhood Centres*. Sydney College of Advanced Education, Sydney, 1986.

WARD, E. A Code of Ethics: the Hallmark of a Profession, in Spodek, 3 (ed.). *Teaching Practices: Resourcing Assumptions*. NAEYC, Washington D.C., 1976.

YONEMURA, I. *A Teacher at Work: Professional Development and the Early Childhood Educator*. Teachers College Press, New York, 1986.

Developmentally appropriate practice

BREDEKAMP, S. (ed.). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*. NAEYC, Washington D.C., 1989.

DEPARTMENT OF EDUCATION, SOUTH AUSTRALIA. *Learning in Early Childhood—What Does It Mean in Practice?* Department of Education, Adelaide, 1989.

DEPARTMENT OF EDUCATION, NEW SOUTH WALES (N.K). *Guidelines for Pre-School Curriculum Development*. Department of Education, Sydney, 1987.

FARAGHER, J. and MACNAUGHTON, G. *Working with Young Children*. TAFE Publications Unit, Melbourne, 1990.

FEENEY, S. and CHUN, R. Effective Teachers of Young Children. *Young Children*. 41(1), pp 47-52, 1985.

HOHMANN, M., BANET, B. and WEIKART, D. *Young Children in ACTION*. High Scope Press, U.S.A, 1979.

KATZ, L. Depositions in Early Childhood Education. *ERIC/EECE Bulletin*. 18(2), pp 1-3, 1985.

KATZ, L. Engaging Children's Minds: The Implications of Research for Early Childhood Education. In C. Warger (ed.). *A Resource Guide to Public School Early Childhood Programs*. Association for Supervision and Curriculum Development, Alexandria, Virginia, 1988.

KOHLBERG and MAYER, R. Development as the Aim of Education. *Harvard Educational Review*. 42 (Nov), pp 449-496, 1972.

LINDBERG, L. and SWEDLOW, R. *Early Childhood Education—A Guide for Observation and Participation*. Allyn & Bacon, Boston, 1977.

MOYER, J. EGERSTON, H. and ISENBERG, J. The Child-centred Kindergarten. *Childhood Education*. 63, pp 243-247, 1987.

MOYLES, J. *Just Playing? The Role and Status of Play in Early Childhood Education*. Open University Press, Milton Keynes, 1989.

MUSSEN, P. (ed.). *Carmichael's Manual of Child Psychology*. John Wiley and Sons, New York, 1970.

SMITH, C. A. *Promoting the Social Development of Young Children*. Mayfield Publishing Co., California, 1982.

SMITH, D. and LOVAT, T. *Curriculum: Action on Reflection*. Social Science Press, Sydney, 1990.

WEBER, E. *Ideas Influencing Early Childhood Education*. Teachers' College Press, Columbia, 1984.

Computers

BLEMINGS, S. Computers in Pre-Schools in Rasmussen, B.(ed.). *The Information Edge: the future of educational computing*. (ed. Bruce Rasmussen). Paper presented at the Third Australian Computer Education Conference, Brisbane, 1985.

BLEMMINGS, S. Microcomputers and the Pre-School Child. *Microcomputers in Preschool Education Project*. Division of Preschool Education, Department of Education, Queensland, April 1985.

CAMPBELL, P and FEIN, G. *Young Children and Microcomputers*. Prentice-Hall, U.S.A, 1986.

CLYDE, M. (ed.). Let's Talk Computers. *Australian Journal of Early Childhood*. 10 (3), 1985.

GOLDENBERG, E.P., RUSSELL, S.J., CARTER, C.J., STOKES, S., SYLVESTER, M.J. and KELMAN, P. *Computer, Communication and Special Needs*. Addison-Wesley Publishing Company Inc., U.S.A, 1984.

HOOT, J.L. *Computers and Very Young Children: Educational Promise and Problems*. ED 235 897, 1983.

HOOT, J.L. *Computers in Early Childhood Education*. Prentice-Hall, U.S.A., 1985.

PAAPERT, S. *Mindstorms: Children, Computers and Powerful Ideas*. The Harvest Press, London, 1980.

Religion

COUNCIL FOR CHRISTIAN EDUCATION IN SCHOOLS. *Religion in Kindergartens*. CCES, Victoria, 1988.

THE JOINT BOARD OF CHRISTIAN EDUCATION, (N.K.). *Religion in Life: An Introduction to the Program*. JBCE, Melbourne.

Equity of access and participation

DEPARTMENT OF EDUCATION & SCIENCE. *Aspects of Primary Education: The Education of Children Under Five*. Department of Education & Science, United Kingdom, 1989.

EDUCATION DEPARTMENT OF VICTORIA. *Curriculum Development and Planning, Ministerial Papers Numbers 1-6*. Government Printer, Melbourne, 1984.

EDUCATION DEPARTMENT OF VICTORIA. *Curriculum Frameworks, P-12: An Introduction*. Government Printer, Melbourne, 1985.

EDUCATION DEPARTMENT OF VICTORIA. *The Primary School Curriculum, A Manual for Victorian Schools*. Government Printer, Melbourne, 1979.

MINISTRY OF EDUCATION. *The School Curriculum & Organisation Framework, P-12*. Government Printer, Melbourne, 1988.

SHALLARD, R. *People & Opportunities: Victoria's Social Justice Strategy*. Government Printer, Melbourne, 1987.

STATE BOARD OF EDUCATION. *Directions in Curriculum: A Review of Curriculum Policy Documents in Victoria 1983-87*. Government Printer, Melbourne, 1987.

STATE BOARD OF EDUCATION. *Social Justice: A Fair Go For All, Information Kit*. Government Printer, Melbourne, 1989.

Cultural and racial equality

ABOUD, F.E. and SKERRY, S.A. Development of Ethnic Attitudes: A critical review. *Journal of Cross Cultural Psychology*. 15 (1), pp 3-34, 1984.

BRAND, E.S., RUIZ, R.A., and PADILLA, A.M. Ethnic Identification and preference: A review. *Psychological Bulletin*. 81, pp 860-890, 1974.

MACNAUGHTON, G., MORTIMER, J. and PARISH, K. *Working Together: Guidelines for Good Practice in GLC/ ILEA Day Nurseries*. Greater London Council, London, 1986.

MILNER, D. *Children and Race: Ten Years On*. Ward Lock Internationals, London, 1983.

MORROW, R. What's in a Name? In Particular, a Southeast Asian Name. *Young Children*. September, 1989.

Children from non-English speaking backgrounds

BULLOCK REPORT. *A Language of Life*. HMSO, London, 1975.

CLARKE, P. English as a Second Language in Preschool Age Children, Paper presented at the Australian Early Childhood Association Conference, Canberra, 1988.

CMES Special Programs Branch. *Communication*. Ministry of Education, Victoria, 1987.

C.M.E.S. *Whole School Approach to English as a Second Language.* Department of Education, Victoria, 1985.

CUMMINS, J. *Bilingualism & Minority Language Children.* OISE Press, Ontario, 1981.

DULAY, H., BURT, M. and KRASHEN S. *Language Two.* Oxford University Press, New York, 1982.

MACMME. *Bilingual Education: Models for Program Development.* Ministerial Advisory Committee on Multicultural and Migrant Education, Ministry of Education, Victoria, Occasional Paper 1, 1986.

MINISTRY OF EDUCATION, Victoria. *Education in, and for, a Multicultural Victoria: Policy Guidelines for School Communities.* Curriculum Branch, Melbourne, 1986.

MINISTRY OF EDUCATION (Schools Division), Victoria. *First Language and Second Language Development: Guidelines for Primary and Post Primary Schools.* Curriculum Branch, Melbourne, 1987.

MINISTRY OF EDUCATION (Schools Division), Victoria. *The Teaching of English as a Second Language.* Curriculum Branch, Melbourne, 1987.

SAVILLE-TROIKE, M. *The Ethnography of Education.* Basil Blackwell, Oxford, 1984.

SKUTNAB-KANGAS T. *Bilingualism or Not: The Education of Minorities.* Multilingual Matters, England, 1981.

Koori children

GROOME, H. *Aborigines.* Hodder & Stoughton, Victoria, 1981.

EDUCATION DEPARTMENT OF VICTORIA. *A Guide for Teachers of Aboriginal Children in Victorian Primary Schools.* Materials Production, Curriculum Branch, Melbourne, 1984.

LGCC. *Aboriginal Children in Child Care.* Resource Folio No. 68, Lady Gowrie Centre Inc., Adelaide, 1989.

VICTORIAN WORKING PARTY ON THE NATIONAL ABORIGINAL EDUCATION POLICY. *Partnership in Education, Koori Education Policy.* Government Printer, Melbourne, 1990.

Gender and equality

ASKEW, S. and ROSS, C. *Boy's Don't Cry: Boys and Sexism in Eduation.* Open University Press, Milton Keynes, 1989.

ASPINWALL, K. *What are Little Girls Made Of? What are Little Boys Made Of?* National Nursery Examination Board, London, 1974.

BROWNE, N. and FRANCE, P. (eds.). *Untying the Apron Strings: Anti-Sexist Provision for the Under Fives.* Open University Press, Milton Keynes, 1986.

CHAFEL, J. A. Social Comparisons by Children: An Analysis of Research on Sex differences. *Sex Roles*. 18 (7.8), pp 461-487, 1988.

COHEN, M. *Growing Free*. Association for Childhood Education International, Washington, 1976.

DAVIES, B. *Gender, Equity and Early Childhood*. Commonwealth of Australia, Canberra, 1988.

DE LISI, R., and JOHNS, M. L. The Effects of Books and Gender Constancy Development on Kindergarten Children's Sex-Role Attitudes. *Journal of Applied Developmental Psychology*. 5, pp 173-184, 1984.

EQUAL OPPORTUNITIES COMMISSION. *An Equal Start: Guidelines for those Working with Under Fives*. EOC and NNEB, London, 1985.

FAGOT, B. Male and female teachers: do they treat boys and girls differently? *Sex Roles*. 7 (3), pp 263-272, 1981.

GEORGE, F. Checklist for a Non-sexist Classroom. *Young Children*. 42(2), pp 10-11, 1990.

HONIG, A.S. Sex Role Socialization in Early Childhood. *Young Children*. September, pp 57-60, 1983.

MAC NAUGHTON, G., MORTIMER, J., and PARISH, K. *Working Together: Good Practice Guidelines for GLC/ILEA Day Nurseries*. Greater London Council, London, 1986.

PERRIT, R. *Girls and Boys: An Australian Early Childhood Association Resource Booklet*. Australian Association of Early Childhood, Canberra, 1988.

TAYLOR, A. *Towards a Non-Sexist Day Care Environment. A checklist for caregivers*. Lady Gowrie Child Centre, Perth, 1982.

SPRUNG, B. *Non Sexist Education for Young Children*. Citation Press, New York, 1985.

STONES, R. Sex Roles in Primary School. *Primary Education Review*. Spring, pp 8-20, 1990.

WILLIAMS, J. A. et al. Sex Role Socialisation in Picture Books: An Update. Social Science Quarterly. 68 (1) pp 148-156, 1987.

Developmental delay/physical impairment and equality

CASTLES, T., FULLWOOD, D., SHORT. J. and TINWORTH, S. *Integration: An Inservice Program*. Early Childhood Consultancy, North Melbourne, 1989.

KENNY, K. Integration: Quality in Care and Education for the Young Disabled Child. *Early Childhood Development and Care*. 28, pp 58-77, 1987.

LINDNER, T. *Early Childhood Special Education: Program Development and Administration*. Paul H. Brooks Pub. Co., Baltimore, 1983.

REPORT OF THE MINISTERIAL REVIEW OF EDUCATIONAL SERVICES FOR THE DISABLED. *Integration in Victorian Education*. Government Printer, Melbourne, 1984.

Geographical location and equality

COONEY, L. *The Four A's of Delivering Children's Services to Rural Areas, in Too Many, Too Few: Addressing the needs for children's services rural communities*. The Rural Research and Resource Unit, Lady Gowrie Child Centre, Sydney, 1990.

Transition to school

CLEAVE, S., JOWETT, S. and BATE, M. *And So to School*. NFER, Nelson, London, 1982.

CONNELL, P. *Literacy and the Preschool Child*. Division of Preschool Education, Department of Education, Queensland, 1985.

COWIN, M. *Preparing for School*. Education Department, Victoria, Government Printer, Melbourne, 1984.

CURTIS, A. Continuity in Transition from Preschool to School, Paper presented to the *16th National Triennial Conference of the Australian Early Childhood Association*. Hobart, 1982.

DEWEY, J. *Experience and Education*. Collier, New York, 1963.

EDUCATION DEPARTMENT, Victoria. *Beginning Reading*. Government Printer, Melbourne, 1981.

ELKIND, D. *Educating the Very Young: A Call for Clear Thinking*. National Education Association Today, January pp 22-27, 1988.

GOELMAN, H., OBERT, A., and SMITH, T. (eds.). *Awakening to Literacy*. Heinnemann, Portsmouth, 1984.

KAMIL, C. *Number in Preschool*. NAEYC, Washington, D.C., 1982.

KLEIN, E.L., KANTOR, R. and FERNIE, D. What Do Young Children Know About School? *Young Children*. 43 (3) pp 32-38, 1988.

RENWICK, M. *Going to School (Guide for Parents)*. NZCER, Wellington, 1984.

SAMEROFF, A.J. Early Influences on Development: Fact or Fancy? *Merril-Palmer Quarterly*. 21 (4) pp 267-294, 1975.

WALTON, S. Kathy Learns to Read and Write. *Young Children*. 44 (5) pp 52-57, 1989.

Published by the Office of Preschool and Child Care.
Design and production by CSV Promotions Unit.

OPC DC 003
May 1991